DOCUMENT RESUME

ED 059 253 TM 001 068

AUTHOR	Moody, Janet L.
TITLE	An Evaluation of the Khalsa-Diwan Moberly Educational Program (Under the Mango Tree) Vancouver Summer 1971.
INSTITUTION	Vancouver Board of School Trustees (British Columbia).
REPORT NO	RR-71-27
PUB DATE	Sep 71
NOTE	27p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Art Activities; Case Studies (Education); *Culturally Disadvantaged; Educational Programs; *Elementary School Students; English (Second Language); Field Trips; *Kindergarten Children; Language Ability; Language Programs; Learning Difficulties; *Learning Experience; Music Activities; Panjabi; Perceptual Motor Learning; Play; Post Testing; Pretesting; *Program Evaluation; Rating Scales; Self Concept; Socialization
IDENTIFIERS	*East Indian Children; Khalsa-Diwan Educational Program

ABSTRACT

The program provided learning experiences for 112 children aged 3 to 10 (approximately 62 percent of whom were East Indian), some of whom had specific learning difficulties. The experiences were intended to improve language abilities, motor-perceptual skills, socialization, enhance self-concepts, and evoke more positive feelings toward school. Differences in pretest-posttest results for 6 instruments were not significant for the kindergarten group, although many children did show improvement. However, significant differences were found on two tests for the older children. Statistically significant increases in listening comprehension and verbal expression were made. A case study of one East Indian child was also made. (Author/MS)

ED 059253

RESEARCH REPORT

An Evaluation of the Khalsa-Diwan Moberly Educational Program (Under the Mango Tree) Vancouver Summer 1971

September, 1971

Janet L. Moody

Research Report 71-27

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Department of Planning and Evaluation
Board of School Trustees
1595 West 10th Avenue
Vancouver 9, B. C.

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Teach children to appreciate what money cannot buy: the open air, the beauty of the earth, the sea, the sky. We tremble for the children when the future years we scan--so let us try to make their lives as happy as we can.

Gleanings by Patience Strong
(London: Frederick Muller Ltd., 1961)

ACKNOWLEDGMENTS

Funds for this program were provided by the Federal Government Department of the Secretary of State, Opportunities for Youth Program.

This evaluation was supported by a grant from the Vancouver School Board.

Miss Bunso Uppal served as group assistant and translator. Without her help the psychological assessment of non-English speaking East Indian children at the kindergarten and preschool level would have been impossible.

ABSTRACT

AN EVALUATION OF THE KHALSA-DIWAN MOBERLY EDUCATIONAL PROGRAM (UNDER THE MANGO TREE) VANCOUVER, SUMMER 1971

by Janet L. Moody

The Program ("Under the Mango Tree"[1]) was organized through the cooperation of:

the Vancouver School Board,
the City Social Planning Department,
the Khalsa-Diwan Society,
the Metropolitan Health Board,
the Federal Department of the Secretary of State,
(Opportunities for Youth Programs), and
interested individuals

to provide learning experiences primarily for East Indian children and secondarily, for other children some of whom had specific learning difficulties. In mid-summer, there were registered 112 children between the ages of three and ten.

The program was intended to provide the children with learning experiences that would improve their language abilities, motor-perceptual skills, and socialization. It was hoped that the program would enhance their self-concept and evoke more positive feelings toward school and the learning situation.

In carrying out the program, the kindergarten groups--(one section attended in the morning and the other in the afternoon) remained separate from other groups. The school-aged children participated in arts and crafts, music, indoor and outdoor play, special language programs and six field trips.

The kindergarten group was assessed using:

the Columbia Mental Maturity Scale,
the Goodenough Draw-A-Man Test,
the Peabody Picture Vocabulary Test (in both English and Punjabi)
the Boehm Test of Basic Concepts,
the Geometric Design subtest from the Wechsler Preschool and Primary Scale of Intelligence, and
the Response to Pictures (Binet -- Year 3-6, Item 4).

Although the post-test results on these instruments did not differ significantly from those of the pre-test, many children did show improvement.

The same tests were administered to the primary-aged children (six to ten years) except that the Beery-Buktenica Developmental Test of Visual-Motor Integration was substituted for the geometric design subtest of the Wechsler Preschool and Primary Scale of Intelligence. Significant differences between pre- and post-testing ($p=.05$) were found on the Beery-Buktenica Developmental Test of Visual Motor Integration and on the Binet item--"Response to Pictures".

After the second week and during the last week of the program, the leaders and assistants were asked to assess the abilities of each child. Statistically significant increases were made in listening comprehension and quality of verbal expression.

A case study was made to document behavioural and academic changes through the summer in one recently-arrived East Indian child.

In some areas, the program was successful; in others, recommendations are made for improvement.

[1]The title "Under the Mango Tree", refers to a large Indian shade tree, under which young children would sit to learn their lessons. Its long branches reaching to the sky, represent the young child's quest for knowledge.

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AN EVALUATION OF THE KHALSA-DIWAN MOBERLY EDUCATIONAL PROGRAM (UNDER THE MANGO TREE) VANCOUVER, SUMMER 1971

I. INTRODUCTION

In the past few years, the number of East Indian families residing in the City of Vancouver has grown considerably. Many families have come from rural areas of India where the educational and cultural background is vastly different from our own. Thus, East Indian children experience considerable difficulty learning in a regular class. (Those under nine years of age are not eligible for admission to an English class for New Canadians).

Sir Walter Moberly School, situated at Ross Street and East 59th Avenue and its Annex on 62nd Avenue near Prince Edward Street, have the highest East Indian population of all schools in Vancouver. Of the 1,183 students, 14% are East Indian. (It should be noted that the concentration is at the Annex, where 25% of the population is East Indian.) Approximately 40% of the East Indian children were born in Canada; nearly 60% are recent immigrants.

Approximately 25% of the East Indian pupils are one year behind in their grade placement, while another 15% are two or more years behind. Of the total, only 51% are considered by their teachers to be making satisfactory progress.

In an attempt to help these children learn in their primary and kindergarten classes, members of the East Indian Khalsa-Diwan Society met at the Sikh Temple on many occasions with personnel from the School Board, Moberly School, University of B.C., and the Metropolitan Health Board (see Appendix I) to organize a summer enrichment program whose basic aim was to further the language development of East Indian children. Children from other ethnic groups and from culturally-deprived homes were also encouraged to register.

II. THE EFFECT OF CULTURAL FACTORS ON LEARNING

A. Values and Customs

The great majority of East Indians in Vancouver come from Punjab State in Northern India where women are generally more shy and more reserved than their Western counterparts. They are still strongly bound by the language and traditions of their homeland, very few are fluent in English. One who has observed the East Indian community writes:

> "I gained the impression that they had taken little from Canadian culture, save a material way of life, which does not involve white outsiders." (Mayer, 1959 p. 26)

B. Education in India

In India today, 75% of the people can neither read nor write. Many East Indians emigrating from small, impoverished villages have had little schooling, inadequate nutrition, poor health care, and a life style totally different from our own.

Since India became independent in August, 1947, there has been much activity in Education. Rapid advances have been made at high school and college levels, but the elementary level has largely been neglected.

There are very few kindergartens where a child might receive learning experiences; indeed, the idea of nursery schools causes cultural conflict:

> "Even if proper facilities were provided, it would be by no means an easy matter to persuade the Indian mother to subordinate her natural affections in the interest of a more healthy physical and mental environment for her children."
> (Sargent Report. Mathur, 1967. p. 15)

To understand better the learning problems of immigrant East Indian children in our school system, the nature of their primary schooling in India should be noted. Primary Education in India for children six to eleven years of age is free, supposedly compulsory, and is based on the mother tongue. In the outlying areas, education during these years is centered around the principle of Basic Education, first conceived by Ghandi in 1937, where little emphasis is placed on book learning. Rather, it is centered around some type of manual labour. The abilities to be developed, or training to be given are related to a local craft. Not only is the child preparing himself for a trade with which to eke out his existence, but he is also contributing to the economic life of the school. Here is a basic difference between Indian and Canadian education. Our country is at an advanced stage of technology, while manual labour is still of prime importance in India. Crafts, therefore, are considered suitable for all pupils. Children gain confidence as they achieve success in what they are doing.

Most children in the rural areas of India do not learn English. There is little emphasis on games or physical education. As geography is seldom taught, these children gain only a limited sense of location and place. In mathematics, there seems to be little independent work, the slower students copying the answers of the brighter child. Abstract concepts are difficult for these children. The greatest number of failures occurs in mathematics because of an inadequate grounding in fundamentals.

The poor calibre of teachers and the teacher/pupil ratio present additional problems. In the rural areas, there are many small schools, with as many as seventy-five pupils per teacher. Teachers receive very little practical training. The salaries of Basic School teachers are low, working conditions are poor, and the position lacks prestige.

III. REVIEW OF LITERATURE

A review of the relevant literature failed to reveal any documentation of a summer enrichment program primarily designed to serve the needs of an East Indian community. However, in the last few years much work has been done in developing programs for other "disadvantaged children; disadvantaged in terms of a low socio-economic level, limited learning experiences, nutritional deficits and cultural restrictions. One idea is particularly worth noting, i. e. that their progress in school is hindered by limited facility with their native language. A recent survey of the education of Negroes in the U. S., revealed that "verbal ability is the only single criterion from which academic success can be predicted reliably" (Coleman et al, 1966, p. 737).

Many language-deprived children hesitate to verbalize in a traditional classroom setting. A summer program such as "Under the Mango Tree" allows for a less structured situation than a regular classroom, and the much smaller pupil-teacher ratio provides greater opportunity for verbalization and individual help. Furthermore, the elimination of a rigid curriculum affords more opportunity to plan activities which children enjoy and in which they are interested--two prerequisites of a successful learning experience. Jay R. Neff, an experienced teacher in San Ysidro, California, has a class of first graders who are, for the most part, Spanish-speaking Mexican Americans. He strongly advocates teaching pupils to speak and read Spanish first and English only after they have developed some vocabulary in Spanish. Similarily in Dade County, Florida, where 46,552 Spanish-speaking children were enrolled in the public schools in 1969, many were given special classes in language arts to help them develop literacy in their native language and an appreciation for their cultural heritage. (It may be that having an East Indian teacher fluent in both English and Punjabi would allow these children to feel more at home in their classroom. English words and concepts could be translated immediately into the native tongue to facilitate understanding.)

With the benefit of these experiences, the East Indian summer program employed one Punjabi leader or assistant for each group and this arrangement proved most successful; the placement of Caucasian children in each group helped to reduce the tendency to use Punjabi.

IV. THE PROGRAM

A. Goals

The goals established for the program were:

- to teach English through experience,
- to familiarize children and their parents with community resources.
- to acquaint children with their city,
- to encourage socialization within the group of East Indian children themselves, as well as with Caucasian children and children of other nationalities,
- to provide an opportunity for and instruction in recreation,
- to provide an opportunity for parents to become more aware of Canadian ideas and programs.

B. Funding

The Khalsa-Diwan Summer Program was made possible through an $11,000 grant from the Federal Government, Department of the Secretary of State, Opportunities for Youth Program. Of this sum, $10,200 was budgeted for salaries and the remainder allocated for transportation and supplies. Each child paid a $4.00 registration fee to cover admissions, transportation, insurance, etc. Donations from interested members of the East Indian community were used to provide additional supplies. School facilities and equipment were provided by the Vancouver School Board at a nominal fee.

University students were employed as group leaders and paid $600. The two coordinators, both East Indian, were each paid $1,350 with their work beginning May 1st. Group assistants, mostly high school students, received an honorarium of $100.

Several recommendations regarding financial matters are made on page 16.

C. Selection of Children and Registration Procedure

East Indian children and children of other ethnic backgrounds with language handicaps, learning disorders and/or a degree of cultural deprivation, were referred to the summer program by the area counsellors, public health nurses, school psychologists, teachers, and the coordinators of the program. There were 112 children enrolled in the school-aged group--55 were East Indian, 3 Japanese, 11 Chinese, 1 Greek, 3 Portuguese, and 15 Caucasian with various European ethnic backgrounds. In the kindergarten group, 15 were East Indian, 2 Chinese and 7 Caucasian. Sixty-two percent of the total were East Indians and of these, approximately 25% spoke little or no English; only three or four did not speak Punjabi.

Information about the summer program was made available to East Indian parents by short talks at Sikh Temple gatherings and at meetings organized by the two coordinators, by letters in both English and Punjabi sent home from the schools in the area, and by door-to-door solicitation. Pupils were registered from 7:00 - 9:00 p.m. on June 24th. The response was most encouraging when compared with previous attempts to involve these people in socio-educational programs. However, many children needing a learning experience of this kind did not register. This was partly due to a number of factors--delay in funding the program, lack of understanding by the parents, and the employment of many recently-arrived families in berry picking. Several recommendations regarding registration procedures are listed on page 16.

D. Selection of Leaders, Assistants, and Coordinators

On the recommendation of the area counsellor, two East Indian students who were sensitive to the needs and problems of the East Indian community were appointed to coordinate the summer program.

In selecting staff for the program, it was agreed that at least one-half of the leaders should be East Indian to facilitate communication. However, it proved difficult to find East Indian young people who qualified as leaders and to make known to them the availability of job opportunities in this program.

The ten leaders chosen were university students who exhibited a genuine enthusiasm for working with children, as well as having had some experience in dealing with them. Group assistants were primarily high school students. Selection of both leaders and assistants was made by the two coordinators. Several recommendations regarding the selection of staff are made on page 16.

E. Staff Preparation

The orientation of group leaders and assistants took place in the week of June 21-25. Their major difficulties were the lack of esprit-de-corps, differences in ethnic backgrounds, male-female differences (especially strong in the East Indian society) and inexperience in programs of this kind.

The orientation included instruction in the use of audio-visual equipment, arts and crafts, language development and motor-perceptual techniques.

Another valuable experience for staff members was the week spent in mid-June in a regular classroom at Moberly School. The teachers were cooperative by providing the leaders and assistants with a "practicum" in classroom teaching and management.

Several recommendations appear on page 16 for the improvement of the orientation of the staff.

F. Daily Program

The children were organized in nine groups with approximately ten per group. Each group had a leader and an an assistant, with other helpers coming in from time-to-time.

The day began at 9:00 a.m. and extended until 3:00 p.m. with a twenty-minute recess and an hour for lunch (at school). Generally, the early morning was spent at indoor activities; i.e., arts and crafts or language development. Because of the very warm weather, many activities, such as painting, were done outdoors. There was a group "story time" as well as an opportunity for children to do oral reading independently. A large wading pool at a nearby park enabled children to overcome their fear of the water, as well as to enjoy a pleasant activity. Each Thursday afternoon was Sports Day, when a group could engage another in an activity or competition.

Snack and lunch time gave the leaders an opportunity to discuss with their children the value of certain foods. Small class parties such as a "crab in" allowed children to sample sea food and vegetables unfamiliar to them.

Two groups together published a newspaper, "The Mob", once a week. (Copies are available from the writer on a request basis.) The paper reviewed the week's activities. It provided an incentive for writing and definitely enhanced each child's feelings of accomplishment when he saw his work and name in print.

The kindergarten program followed generally the same format, with more time spent at "play" activities.

Several recommendations in regard to the daily program are made on page 16.

G. Major Field Trips

One major field trip for the school-aged children was scheduled for each Wednesday and the activities for Monday, Tuesday and Thursday were related to it.

WEEK I - The children visited two large farms in Ladner, where they saw animals, crops and machinery. A hay-ride was greatly enjoyed by all except those with a pre-disposition toward hay-fever!

WEEK II - Stanley Park provided an opportunity for the children to see animals and birds, visit the Aquarium, ride the mini-train, swim at Lumberman's Arch and explore the sea life of the beach.

WEEK III - This excursion included a guided tour of Fort Langley and lunch on the Fraser River bank. Groups explored the terrain, talked to fishermen, visited a small church and an Indian reserve.

WEEK IV - This field trip featured a walk along the beach at U.B.C., kite flying and swimming.

WEEK V - At the Game Farm, the children saw many large game animals and rode an elephant.

WEEK VI - At Central Park, the children had a "cook-in", with hot dogs, potato chips and watermelon for lunch. Later they played baseball and swam. This was very successful in spite of troublesome wasps.

H. Minor Field Trips (not all groups involved)

P.N.E. - This field trip included a tour of several buildings.

FIRE HALL - Most groups visited the local fire hall. The firemen displayed their equipment and explained how a fire hall operates.

DENTAL CLINIC - On this field trip, each child was provided with his own tooth brush. The dentists gave the children information on proper dental care. This visit also allowed the dentists of Metropolitan Health Services to identify children in need of dental care.

LIBRARY - Each child received a library card and was told how a library functions.

FISH CANNERY - This was an excellent trip. Two guides conducted the children on an interesting tour of the cannery and docks.

AIRPORT - The visit to the airport included a tour of a plane.

OVERNIGHT CAMP - This outing to Allouette Lake was for the oldest group only. It was a new and thrilling experience for them.

Several recommendations regarding field trips are made on page 17.

I. Evaluation Day

Each Friday was evaluation day, when problems were discussed, plans for the following week mapped out, and speakers called in to provide guidance. The evaluator kept a log book of particular problems or exceptional experiences which occurred each day.

Several recommendations in regard to the weekly evaluation appear on page 17.

J. Community Involvement

There was little communication with outside community agencies except for cooperation from Metropolitan Health, Fire Hall #17, and the South Hill Branch Public Library. However, this was mainly due to the fact that the program was organized in haste.

K. Parental Involvement

As mentioned before, until this time there had been considerable hesitancy on the part of the East Indian community to become involved in school affairs. The fact that these parents registered their children in the program indicated interest and concern of a positive nature.

Tuesday afternoons were set aside as a "drop-in time", when parents might come for coffee, a chat and to observe school activities. Public health nurses and a nutritionist were on hand to offer suggestions about foods and to answer questions. An interpreter was present to translate for the Punjabi-speaking mothers. As only a few mothers participated, greater effort should have been made to interest mothers and to provide transportation. Perhaps, too, the content of these afternoon sessions should be more carefully considered next year in order to provide more relevant topics.

Wednesday evening, August 25, from 7:00 to 9:00 was set aside as the time for an "Open House" and the response by the East Indian and other parents, many of whom had never been to the school before was gratifying.

In the first hour a slide show presented a story of the summer activities, and two groups presented short stage plays. Light refreshments were served, and parents visited the activity rooms to see the work of the children.

Several recommendations for greater parental involvement appear on page 17.

V. EVALUATIVE PROCEDURES

Psychological Testing was done to assess the effect of the program on its participants.

Kindergarten and Preschool Level

Pre-Program	Post-Program
Columbia Mental Maturity Scale	Columbia Mental Maturity Scale
Goodenough Draw-A-Man Test	Goodenough Draw-A-Man Test
Peabody Picture Vocabulary Test--Forms A & B (in both English and Punjabi)	Peabody Picture Vocabulary Test--Forms A & B (in both English and Punjabi)
Metropolitan Readiness Test Subtest 3, Matching	Metropolitan Readiness Test Subtest 3, Matching
Boehm Test of Basic Concepts	Boehm Test of Basic Concepts
Response to Picture (Binet--Year 3-6 #4)	Response to Picture (Binet--Year 3-6 #4)

Note: Because of the language problem, not all of the kindergarten children were administered every test.

Primary Level

Columbia Mental Maturity Scale	Columbia Mental Maturity Scale
Goodenough Draw-A-Man Test	Goodenough Draw-A-Man Test
Beery-Buktenica Developmental Test of Visual-Motor Integration	Beery-Buktenica Developmental Test of Visual-Motor Integration
Peabody Picture Vocabulary Test (in English and Punjabi)	Peabody Picture Vocabulary Test (in English and Punjabi)
Boehm Test of Basic Concepts	Boehm Test of Basic Concepts
Response to Pictures (Binet--Year 3-6 #4)	Response to Pictures (Binet--Year 3-6 #4)

VI. RESULTS AND DISCUSSION

A. Kindergarten and Preschool Level

Fourteen children - East Indian, Chinese and Caucasian, were administered the Columbia Mental Maturity Scale, a non-verbal, supposedly "culture-fair" measure of intelligence. The mean age of the children in the group was 4 years. The results were:

	Mean Mental Age	Range of Mental Age
Pre-Test	4-8	3-7 to 6-2
Post-Test	5-0	3-9 to 6-8

Although many children received below average I.Q. scores, it should be remembered that performance on I.Q. tests is not constant at this age. Also, although the evaluator has found this test to be relatively reliable with East Indian children, some children, especially at an early age, do experience some difficulty understanding what is required of them.

The test may be more an indication of the ability to deal with the concepts 'same' and 'different' rather than a measure of general intelligence. There were no significant differences on the Columbia between the pre- and post-tests, but eleven of the fourteen children did show improvement ranging from 1 - 20 points.

The Goodenough Draw-A-Man Test, a performance measure of self-concept, body image and motor control, was administered to fourteen children whose mean age was 4 years.

	Mean Mental Age	Range of Mental Age
Pre-Test	5-0	0 to 7-6
Post-Test	5-3	0 to 7-6

There was no significant difference between pre- and post-tests. In some instances, however, pencil usage was more controlled, and fifty percent of the children improved their scores.

Eight children were administered the Peabody Picture Vocabulary Test. The mean age for the group was 4 years.

	Mean Mental Age	Range of Mental Age
Pre-Test	3-5	1-11 to 5-3
Post-Test	4-0	2- 5 to 5-9

Again, there was no significant difference between pre- and post-testing. Six of the children showed gains; their increased verbal knowledge ranging from 4 to 13 words. The Peabody Test was administered in Punjabi to one-half of the East Indian children but the results were not considered valid.

The Metropolitan Readiness Tests results are not included here because they are not considered to be valid. This test is primarily designed as a measure of Grade I readiness in terms of matching the position of an object in space. These children did not have the necessary training during the summer program to show improvement and understanding in this area, and as many of them were considerably younger than kindergarten age they may not have been ready developmentally to deal with such a task. In place of this subtest, the subtest - GEOMETRIC DESIGNS from the Wechsler Preschool and Primary Scale of Intelligence was administered to 14 children. Mean age of these children was four years.

	Mean Mental Age	Range of Mental Age
Pre-Test	3-3	below 4-0 to 5-9
Post-Test	5-6	below 4-0 to 6-0

No significant difference was found between pre- and post-testing. The children approached the post-test with greater confidence and nine of the children showed improvement.

The Boehm Test of Basic Concepts is basically a test of English language comprehension. Part I of Form A was administered to seven of the children.

The average age was 4 years.

	Mean Raw Score	Range of Raw Scores
Pre-Test	17/25	10/25 to 22/25
Post-Test	20/25	17/25 to 25/25

Although pre- and post-test scores are not significantly different, six children showed an increase in their understanding of concepts, while the seventh obtained the same score.

Although no significant differences were found on any of the psychological tests given, most children made positive gains. Many East Indian children who were initially most reluctant to separate from their mothers later came readily to their classrooms, participated in the program and were sorry to leave at the end of each day. When these children reach kindergarten this orientation should help them adjust to school routines.

B. Primary Level

In order for the children to become acquainted with the evaluator, they were given the Goodenough Draw-A-Man Test in small groups. There were 50 children whose average age was 7 years.

	Mean Mental Age	Range of Mental Age
Pre-Test	7-0	4-0 to 11-0
Post-Test	7-3	5-0 to 11-3

Although there was no significant difference between pre- and post-testing, 54% of the children showed improvement.

The Columbia Mental Maturity Test, a "culture-fair" measure of intelligence, was administered to all of the East Indian children whose average age was 8 years. On post-testing, 75% of the children showed positive increases ranging from 1-15 points. However, these increases were not great enough to be statistically significant.

	Mean Mental Age	Range of Mental Age
Pre-Test	6-6	5-0 to 11-10
Post-Test	7-0	5-4 to 13-6

On the post-test, 66% of the children received a mental age score considerably below their chronological age. This suggests one of two things--either that the test is not suitable for measuring the intellectual capacity of East Indian children, or that many of these children have below-average mental ability which is contributing to their difficulties in academic performance.

On the Boehm Test of Basic Concepts given to 35 children whose average age was 7 years 6 months, no significant changes were noted, although the children generally had gained a better understanding of concepts especially those related to numbers. A list of basic concepts was prepared by the evaluator after pre-testing and this was circulated to the leaders in order to facilitate remediation. Eighty-three percent of the children showed some improvement.

	Mean Raw Score	Range of Raw Scores
Pre-Test	34/50	0/50 to 50/50
Post-Test	39/50	18/50 to 50/50

Seventeen English-speaking children, average age 8 years, were administered the Peabody Picture Vocabulary Test.

	Mean Mental Age	Range of Mental Age
Pre-Test	5-11	2-6 to 10-7
Post-Test	6-4	2-6 to 10-7

Post-test scores did not show any significant difference, but eleven children did show an increase in Vocabulary, especially in words related to things seen on field trips.

Another seventeen children were administered the Peabody in Punjabi. Although the results are not considered valid, some useful observations were made. It was evident from an examination of the structure of the Punjabi language that we have no measure to test how fluent Punjabi children are in their own language, thus making it difficult to decide at what level they should be placed in our own school system.

The Beery-Buktenica Test of Visual Motor Integration which was administered to 34 children showed a statistically significant difference ($p=0.05$) between pre- and post-tests. The mean age for the children was 7 years.

	Mean Age Score	Mean Range of Age Scores
Pre-Test	6- 8	4-4 to 13- 0
Post-Test	7-10	4-8 to 15-11

The test results are considered valid as geometric forms (unlike letters or numerals) are equally familiar to children of varying backgrounds. The increase in scores is noteworthy as visual-motor integration correlates highly with reading ability.

Children in all age groups worked more carefully and slowly on the post-test, suggesting greater concentration and perseverance.

In order to measure the verbalization of these youngsters, all East Indian children were asked to respond to pictures, (the 1st and 3rd picture of the Stanford-Binet Intelligence Test Year III, subtest 6). The Binet scoring criteria (viz., enumeration, description and interpretation) were used. The results were as follows:

Enumeration	Mean Score	Range
Pre	6.42	1 to 14
Post	6.48	2 to 16

(No statistically significant difference.)

Description	Mean Score	Range
Pre	2.72	0 to 7
Post	2.78	0 to 10

(No statistically significant difference.)

Interpretation	Mean Score	Range
Pre	0.36	0 to 1
Post	0.66	0 to 2

(Significant at the .05 level.)

For the kindergarten group, no differences were found in enumeration, description or interpretation.

The tape recording of responses to the Binet test was an aid in detecting speech problems[1] and provided a tape that could be given to the speech therapist at the local health unit.

After the second week of the program, the leaders and assistants were asked to evaluate the children in such areas as comprehension, verbalization, fine motor control, concentration and maturity in relation with their peers, (see Table I). Statistically significant gains at the .05 level were found in two areas--listening comprehension and quality of verbal expression.

TABLE I[2]

Child's Name_____ School_____

Birth Date_____ Teacher's Name_____

Date_____

Check the category in which you would place the child. Try to use his age group as a reference group.

	Below Average	Average	Above Average
1. Auditory discrimination - ability to discriminate between words, speech sounds, etc.			
2. Listening comprehension - ability to understand concepts presented verbally			
3. Comprehension - ability to understand concepts presented verbally with the aid of visual and/ or concrete materials			
4. Visual perception - ability to discriminate between letters, forms, shapes, etc.			
5. Quality of speech - articulation, voice quality, freedom from stuttering, etc.			
6. Quality of verbal expression - fluency - ease with which he selects words and sentence constructions to express ideas verbally			
7. Quality of ideas expressed verbally			
8. Skill at tasks requiring fine muscle coordination - using a pencil, scissors, etc.			
9. Ability to take part in a discussion without fidgeting, daydreaming, etc.			
10. Ability to work steadily at a task			
11. Ability to follow instructions without constant supervision.			
12. Maturity in relations with peers			
13. Ability to make inferences, draw conclusions, and to do original thinking			

[1]The following problems were uncovered:
one pupil with a pronounced lisp,
another with a severe enunciation problem, and
three with difficulties in speech and grammatical construction.

[2]from Crichton, J. U., Eaves, L. C. & Kendall, D. C. - Development of Screening Instrument to Detect Cerebral Dysfunction in Kindergarten Children. 1969.

VII. CASE STUDY--SUBJECTIVE EVALUATION OF AN INDIVIDUAL CHILD

One girl, aged ten years and four months, arrived in Vancouver from India the day before the program began. She could neither speak nor understand one word of English. She was extremely shy and reticent. Even with a Punjabi interpreter, she was unable to perform on non-verbal tests. Observation of this child during the program revealed a gradual relaxation and much greater participation. During the seventh week of the project she took part in an overnight camping trip, showed an interest in her surroundings and demonstrated increased responsibility. On post-testing, she was able to perform on the tests given, although her scores were still considerably below those appropriate for her age level. On the test of visual-motor integration, however, she received an age score of 10 years 3 months. Her ability to comprehend English improved and she began to verbalize. In terms of language development, motor development, and social adjustment, this girl is much better equipped to cope with school.

VIII. PARENTAL EVALUATION

On the last Tuesday of the program, the children were given an evaluation sheet in both English and Punjabi to take home to their parents (see Table II). Of the 58 families receiving the sheet, 22 returned them, 2 written in Punjabi.

All parents reported that their children talked about the program at home, field trips being the most frequent topic of conversation. School activities, projects, teachers and other children were other topics mentioned. All parents affirmed that their child was considerably more aware of places around him. Sixteen felt the program had affected their child's attitude toward school, religion and/or culture, five responded negatively and one gave no response. Seven felt the program to be too long and fifteen felt it of a suitable length.

Parents' appraisal of the program was generally positive and they felt that it should be repeated. One parent mentioned that her child, previously reluctant to attend school, now was eager to attend. Another parent commented:

> "The weekly newspaper has helped to overcome some of the difficulties she has had writing stories. It was a source of encouragement for her."

Several felt the program should be two weeks shorter, but for five days per week rather than four. One thought that the program was too much like school as the children were constantly required to be "punctual and responsible", while conversely another felt there should be fewer field trips and more time spent in the classroom. One mother suggested that there should be half-day sessions, (mornings or afternoons, alternating each week), with full day sessions for field trips.

One East Indian suggested that more time be given to teaching Punjabi as well as English.

IX. LEADER-ASSISTANT EVALUATION

During the last week, group leaders and assistants were asked to evaluate the program (see Table III). The respondent was asked to indicate whether he was a leader or an assistant, but otherwise he remained anonymous. This provoked feelings of hostility, as some of the assistants felt that they had contributed as much to the program as the leaders. The plan to separate their evaluations was therefore abandoned.

In reviewing the staff's comments on the program it would appear that they found it successful but somewhat less than expected. On the positive side, they reported that many children hoped that the program would be repeated next year. The children were felt to be more relaxed and many had overcome their shyness. They had learned things about themselves, their friends and the world around them, therefore putting them in a better position to adjust to school and to children of other nationalities.

In general, the staff felt some children were speaking more English but not as much as they had hoped. In some cases the composition of the class was poor, either too many Punjabi-speaking children or not enough, therefore reducing the learning. However, many of the children acquired concepts about Canadian society and the Canadian way of life.

TABLE II

KHALSA-DIWAN MOBERLY SUMMER PROGRAM

In order to make plans for a summer program next year, it would be helpful if you, as parents, could answer the following questions. It would be appreciated if you would complete this form and bring it with you to Parent's Night on Wednesday, August 25th, or have your child bring it with him to school on Thursday morning.

1. Does your child ever talk about the program at home? YES ( ) NO ( )

2. What does he or she talk about?

3. Do you feel your child is more aware of places around him? YES ( ) NO ( )

4. Do you feel the summer program has affected your child's attitude towards his own school, religion and/or culture? YES ( ) NO ( )

5. Do you feel the program was too long? YES ( ) NO ( )

6. General Comments.

(Note: This questionnaire was translated in the Punjabi language for distribution to East Indian parents.)

TABLE III

KHALSA-DIWAN MOBERLY SUMMER PROGRAM
EVALUATION BY LEADERS AND ASSISTANTS

In order to make plans for a summer program next year, a frank evaluation by each leader and assistant is a necessity. The following questions are only guidelines--please feel free to express your thoughts. You may remain anonymous if you wish. Kindly complete and return to me by August 27th.

1. Do you feel the program has been successful and why?

2. Do you feel you have received personal gain from working in this program?

3. Do you feel your children would have benefitted from more volunteer help?

4. How do you feel about the length of the program?

5. Please give an honest evaluation of the coordinators. Do you feel there should be two coordinators, one coordinator and an assistant, etc. ?

6. What field trips did you find most valuable?

7. What types of activities were the most successful with your children, and which the least?

8. Do you feel the program should be four or five days a week and why?

9. Do you agree with the idea of "Evaluation Day" and if so, what kinds of activities would you like to see planned for this day?

10. Would you consider working on the program next year?

11. Other comments. (Use reverse side if necessary).

The limited cooperation between the two coordinators was detrimental to the program and this division adversely affected the work of leaders, assistants, and children. At times the lack of communication between leaders rendered them unable to work as a team.

The grouping of boys and girls together made some activities difficult, especially at the age of 9 and 10 years.

One leader felt the program could be construed as an inexpensive babysitting service for some children. Others thought that too much personal involvement and familiarity caused children to lose respect for their leaders. It was also difficult for the assistants with the children knowing that they were "beneath" the leader in terms of wages and authority.

When asked to comment on the personal gain received from working on this program, one staff member succinctly summed up the general feeling,

"How does one work with children and not become a better person?"

There were many comments regarding personal gains--helping to clarify academic ambitions, making one feel he had made a personal contribution to his community, gaining a better understanding of people with whom one works, and, on the part of the Caucasian staff, a greater appreciation of East Indian culture.

On the negative side, the kindergarten leaders felt that the program for very young children was a glorified babysitting service.

The majority of the staff felt they were not in need of additional volunteer help but went on to add that it would depend on the volunteers, and whether or not they were permanent. Reasons for having additional volunteer help, included planning programs suitable for children with various problems--speech, fine motor control, as well as catering to a wide variety of interests. One leader felt there should be more people from the community coming in to speak with the children, and another suggested having a leader, co-leader and volunteer for each group.

A majority of the staff members felt the program was too long, and cited evidence that most of the 'dropouts' occurred during the last two weeks. The length caused children to fall into a routine and made it difficult for leaders to conjure up new imaginative ideas. Others felt eight weeks was an appropriate length of time. They attributed difficulties to poor registration, and to the acceptance of children who did not really need summer enrichment.

The appointment of one, rather than two, coordinators for next year was the major recommendation of staff members. Shared leadership presents difficulties even under optimal conditions; but when there are additional factors detrimental to the situation, the dual headship cannot operate harmoniously or effectively.

Staff members noted the division between the coordinators and their failure to keep the staff informed of daily plans.

No field trip was deemed to be more beneficial than another. Expeditions with a nature base were enjoyed by all. Educational trips, such as the one to the fish cannery, proved especially interesting to the older children.

It is difficult to assess the success of the activities as it is largely dependent on the age of the children. One staff member suggested some useful criteria--activities which are "demanding but not difficult; have no chance of embarrassment and have visible success". Generally, children enjoyed outdoor activities, plays, crafts, films, slides and tape recorders. Young children liked best to engage in activities yielding immediate results with limited effort and concentration.

All but three staff members favoured a four-day week, allowing children to become involved in neighbourhood activities the other days, creating a more relaxed summer attitude rather than a rigid school structure, and providing leaders a chance to get together one day per week.

The advantage of five days was seen as providing a greater opportunity for "classroom learning", especially when a week included two field trips.

The overall opinion regarding evaluation day was that it was beneficial to the summer program, but that it must be better organized. The coordinators should plan an agenda, be prepared to discuss problems and plans, and arrange for speakers to lead discussions on particular topics. When asked whether they would be willing to work on such a program next year, all staff-members replied in the affirmative with the following conditions; that there be more harmony, more leader involvement in program planning, better structure, and greater monetary reward, especially for assistants.

X. CONCLUSION

The program can be evaluated best in terms of the objectives stated earlier. First, the children had many new and varied experiences, and were verbal about them. They came to know more about the resources of the community and the city. There was definitely greater socialization among the East Indians and less reserve with Caucasian participants. One of the most important outcomes was that parents began to show interest, and in some cases to become invo'ved, which is essential if the child is to develop. Perhaps consideration should be given to establishing a program for pre-schoolers and mothers on a year-round basis.

The reaction of the children to the program is indeed one of the most important aspects of this evaluation. One young boy expressed his feelings simply and honestly:

> "We have went on lots of field trips in this summer, and I enjoyed it very much. The field trip that I enjoyed the most is when we went to a fish cannery because they told us everything about the cannery... I like the kind of teaching that the teachers taught."

Here, special mention should be made of the leaders and assistants, for in the last analysis it was their interest, creativity, and hard work that made the program a success. They have made numerous suggestions and these are listed in Section XI. Finally, the writer's recommendations for the improvement of the program appear in Section XII.

XI. SUGGESTIONS MADE BY GROUP LEADERS AND STAFF ASSISTANTS

Selection of Pupils

1. There should be a better screening process for admitting children to the program.
2. Psychological testing should be done earlier so volunteers could carry out individual remediation.

The Program

1. There should be a properly set-up recreation program.
2. There should be more organizing and planning before the program starts.
3. There should be male/female separation at the 9 and 10 age levels.
4. The program should be for either six weeks or two four-week periods with different children being involved.
5. The program should begin later in July but extend into August, especially for kindergarten children, so they do not lose the grounding they have achieved in preparation for school.
6. A four-day week should be continued.
7. On evaluation day as many leaders as possible should visit the site of the following week's field trip.
8. There should be a greater exchange of those ideas which have been successful.

The Program (continued)

9. More speakers, and more books related to activities, should be made available to staff.

10. A visit by a Metropolitan Health Unit psychiatrist should be made early in the program. This visit was felt to be most beneficial.

11. There should be more participation of the kindergarten with the whole group.

12. There should be more academic supplies--i. e. books to learn the alphabet.

13. There should be social studies and science programs to enable children to learn more from projects and field trips.

14. There should be more evaluation of children by leaders and assistants, rather than by the psychologist.

Staff

1. There should be greater in-service training on the development of language skills.

2. There should be less difference between wage scales for leaders and their assistants.

3. Junior-high age volunteers should be used.

4. There should be one coordinator plus an assistant coordinator appointed (sex irrelevant), sensitive to the needs of children and those of his co-workers. Both should be East Indian.

5. The assistant coordinator should attend to business detail.

6. The areas of responsibility of the coordinator and assistant should be clearly stated in writing, at the beginning of the program.

7. All decisions should be made by the coordinator and his assistant, or by discussion and a staff vote.

8. The coordinator should be experienced in child management and leadership.

9. There should be more in-service training for field trips.

10. There should be occasional social gatherings for the staff, possibly on Fridays, so that leaders may come to know each other better.

11. There should be a better system of pairing group leaders and assistants and this should be done earlier so that leaders and assistants may know each other before the program is in operation.

12. There should be a suggestion box in the staff room.

13. Non-East Indian members should be given more information about the community attitudes, family structure, parent-child relationships, etc.

14. The staff for next year should meet with the previous staff before the program commences.

15. A music specialist should be employed.

XII. RECOMMENDATIONS

Financial Matters

1. Group assistants should receive more than $100. This might be achieved by employing only one coordinator, resulting in a considerable saving.

2. The payment of registration fees should be recorded carefully.

3. There should be a greater involvement and monetary contribution by members of the East Indian community as this program is primarily for their benefit.

4. One person, perhaps an assistant coordinator, should be responsible for handling the monies and the records of all expenditures should be kept at the program centre.

5. Salaries should be agreed upon at the beginning of the program and a statement of deductions, etc., should accompany each cheque.

Registration Procedures

1. To ensure that more non-English-speaking children are enrolled in future summer projects, information about the program should be made available throughout the year.

2. More door-to-door solicitation might be undertaken. The leaders and assistants should be hired earlier and they, too, could contact parents.

3. Better records should be kept for each child, e.g., birthdate, alternate address, etc.

4. All children should have a signed authorization from their parents for field trips, etc.

5. There should be more re-shuffling of groups after the first week. It is extremely difficult to provide all the help that one pupil may need with English and still satisfy the needs of the majority of the group.

Selection of Staff

1. The appointment of only one coordinator (with an assistant) should be considered in the future.

2. A committee should be appointed to screen applicants for the positions of group leaders and assistants.

3. There should be a better balance between male and female leaders as there was a predominance of females this year.

4. The recruiting of East Indian leaders should be continued throughout the school year.

5. Whenever there are many Oriental children included in programs of this kind (and this was the case this year), at least one Chinese or Japanese group leader should be hired.

Staff Preparation

1. Plans should include a "human-relations" experience in the early part of orientation week.

2. Speakers should involve leaders more. Lack of participation lessened the staff's chances of becoming a cohesive group.

Daily Program

1. More music should be used in the program.

2. The program should be somewhat less "play oriented" and include more "academic" activities.

3. Each group should have its own room.

Field Trips

1. There should be more educational field trips, and instead of all children going on the same outings, arrangements should be by groups and according to age and interests.

2. There should be an overnight field trip for all who wish to go, participation being at their parent's discretion.

Weekly Evaluation Day

1. More speakers should be invited to provide worthwhile information to leaders and assistants regarding field trips, teaching techniques, learning and emotional problems, etc.

2. The time for evaluation should be clearly defined - i. e. 9:00 a. m. - 1:00 p. m.

3. The coordinator should prepare an agenda and preside at the meeting.

4. Plans for weekly Sports Days should be discussed and finalized.

5. There should be a 15-minute meeting chaired by the coordinator each morning to eliminate daily problems.

Parental Involvement

1. There should be an organized "drop-in" the first morning when parents bring their children and someone from Metropolitan Health should be there.

2. The Drop-In Centre should be organized better.

3. There should be greater parental involvement. At the time of registration parents could be asked to indicate whether they could provide transportation for local field trips. This would involve the parents and greatly reduce the time spent by the staff in driving. If parent volunteers were available, they could be instructed by trained personnel regarding the needs of individual children with learning difficulties and could give them more individual instruction.

APPENDIX I

Persons Associated with the Khalsa-Diwan Educational Program

Mrs. Jocelyn Bohanec - Department of City Planning
Dr. M. Boyd - Dentist, Metropolitan Health
Mr. F. L. Burnham - Principal, John Oliver Secondary School
Mr. Bill Damen - Principal, Sir Walter Moberly Elementary School
Dr. E. Norman Ellis - Asst. Head, Planning and Evaluation, Vancouver School Board
Mr. Earl Fairbairn - Custodian, Sir Walter Moberly Elementary School
Mr. Sucha Gill - Khalsa Diwan Society
Mr. Chuck Gosbee - Audio-Visual Education Coordinator, Vancouver School Board
Mrs. M. Haluschak - Public Health Nurse, Metropolitan Health Services
Mr. V. Ivensic - Personnel Director, Silvertree (Rayonier Canada Ltd.)
Mrs. C. Johal - Accountant (Volunteer)
Mrs. D. Johnson - Speech Therapist, Metropolitan Health Services
Dr. B. Kalais-Jurazs - Dentist, Metropolitan Health Services
Mr. A. Konig - Chief, Vancouver Fire Department
Mrs. Dorothy Krowchuk - Stenographer, Sir Walter Moberly Elementary School
Mrs. Anne Maling - Head Teacher, Sir Walter Moberly Annex
Dr. Stewart Martin, Director of Instruction, Vancouver School Board
Mr. E. W. Matheson - Principal, Sexsmith Elementary School
Mr. A. Maynard - Manager, Safeway, Fraserview Store
Mr. Art Messenger - South Hill Area Counsellor
Mr. Allan G. Moodie - Coordinator of Research Studies and Testing, Vancouver School Board
Mr. W. C. Moult - Vice Principal, John Oliver Secondary School
Mrs. Mary McDougall - Public Health Nurse, Metropolitan Health Services
Dr. Roberta McQueen - Director of Mental Health Services, Metropolitan Health Services
Mr. Norman Olenick - Recreation Dept., Langara College
Mr. Joe Richardson - Department of Asian Studies, University of B. C.
Mr. Robinder Sandhu - Coordinator of the Program
Mrs. Patsy Scheer - Psychologist, Vancouver School Board
Mrs. Rosalind Searles - Nutritionist, Metropolitan Health Services
Miss Surjit Sidhu - Coordinator of the Program
Miss Thelma Sieffert - Assistant Supervisor of Nursing - Unit IV
Miss Marjorie Smith - Director of Social Work, Department of Continuing Education, University of B. C.
Mr. Reg. Tucker - Plant Supervisor, Silvertree (Rayonier Canada Ltd.)
Mr. C. H. Venables - Instructor, Physical Education Dept., Vancouver City College
Mrs. D. Westgarth - Head Librarian, Grandview Public Library
Mr. Raymond White - Acting Facilities and Equipment Coordinator, Air Canada

APPENDIX II

Staff of the Khalsa-Diwan Educational Program

Coordinators

1) Robindar Singh Sandhu
2) Surjeet Sidhu

Group Leaders

1) Rajindar Deol
2) Mickey Hansen
3) Jan Hodgson
4) Sarjeet Singh Jagpol
5) Maryanna Leahy
6) Rauvin Mattu
7) Kanwalinder Neel
8) Margaret Perkins
9) Wilma E. Richardson
10) Vickey Sarvjit Sahota
11) Rajindar Singh Sandhu
12) Raminder Sandhu

Assistants

1) Elizabeth Gallant
2) Shawn Hatch
3) Sohan Jagpal
4) Leela Mattu
5) Elspeth Murdock
6) Janie MacEwan
7) Doreen Prasad
8) Bunso Uppal
9) Gurmeet Uppal

Volunteers

1) Mr. Ian Baird
2) Mrs. Mindy Berar
3) Miss Violette Molnar
4) Miss Francine Prasad
5) Mrs. D. B. Singh

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